

Serving Communities and Families 22213

Rationale Statement:

The number of social and human service assistants is projected to grow by nearly 34 percent between 2006 and 2016, at a much faster rate than the average for all occupations. The family community related occupations will have a large number of new jobs arise, estimated at 114,000 over the next decade. Demand for social services will expand with the growing elderly population, who are more likely to need adult day care, meal delivery programs, support during medical crises, and other services. In addition, more social and human service assistants will be needed to provide services to pregnant teenagers, people who are homeless, people who are mentally disabled or developmentally challenged, and people who are substance abusers. - *US Dept of Labor: Bureau of Labor Statistics <http://www.bls.gov/oco/ocos059.htm>*

Suggested grade level: 11th or 12th Grade.

Topics covered:

- Careers and skills in Family and Community Services.
- Professional, ethical, and legal issues related to family and community issues
- Characteristics and causes of social problems
- Social support systems
- Coping strategies
- Advocacy groups

Indicator #1: Investigate careers in family and community services.	
Revised Bloom's Taxonomy	Standard and Examples
Understand	<p>SFC 1.1 Identify careers in family and community services.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Use a graphic organizer in a computer program (e.x. Inspiration) to brainstorm on different careers in the family and community services field. • Conduct a career web search on different careers related to family and community services. • Using the internet, research and create a visual on related careers.
Understand	<p>SFC 1.2 Describe preferred skills needed in family and community services careers.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Job shadow a family and community services professional. • Interview family and community services professional. • Student hosts a panel discussion. • Create a checklist for skills needed in a community services

	career.
Indicator #2: Formulate issues that confront human service employees.	
Create	<p>SFC 2.1 Develop professional and ethical issues to understand situations.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Listen to a guest speaker on professional and ethical issues. • Complete case studies addressing confidentiality issues. • Develop professional code of ethics.
Understand	<p>SFC 2.2 Identify legal issues in different human services careers.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Listen to a lawyer speak on legal issues. • Collect and discuss articles on current, legal issues. • Research child labor laws throughout the last century.
Understand	<p>SFC 2.3 Describe safety concerns relating to community and family services and provide best practices.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Participate in a field trip to nursing home, adult training program, juvenile correction facility. • Web search on safety issues. • Summarize licensing laws and regulations that affect service providers and their clients.
Indicator #3: Analyze current social problems and examine support agencies.	
Analyze	<p>SFC 3.1 Analyze characteristics and causes of social problems.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Watch videos, read articles, search Web and summarize specific social problems and develop report. • Hold a class debate on the causes of specific social problems. • Select a problem and research for characteristics and causes.
Understand	<p>SFC 3.2 Identify the role and responsibilities of personal support systems for community assistance.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Draw a poster that illustrates the characteristics of a healthy relationship. • Develop a checklist to evaluate a healthy relationship. • Discuss the benefits of relationships in promoting health and satisfaction.
Analyze	<p>SFC 3.3 Analyze agencies and services to support individuals and families.</p>

	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Design a community pamphlet/portfolio that provides information on local agencies and services. • Conduct scavenger hunt using yellow pages to locate resources. • Distinguish effective communication skills that support individuals and families.
Create	<p>SFC 3.4 Select agencies and services that aid specific social problems.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Research, present and justify findings on a selected service or agency through an oral presentation. • After hearing a panel discussion, respond to case studies. • Describe strategies that help participants make informed choices, access resources, and support, follow through on responsibilities, and take appropriate risks.
Analyze	<p>SFC 3.5 Examine coping strategies.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Research and role play coping strategies. • Develop a project to teach others on how to use coping strategies. • Analyze personal, social, emotional, economic, vocational, educational, or recreational issues for individuals and family with a variety of disadvantaged conditions.
<p>Indicator #4: Explain the rights and responsibilities of human service participants and their families</p>	
Understand	<p>SFC 4.1 Summarize rights and responsibilities of human service participants and their families.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Brainstorm a patients or family Bill of Rights. • Compare and contrast different agencies patients' rights and responsibilities with class generated document. • Develop and maintain a system for accurate and confidential documentation to be used in service organizations.
Evaluate	<p>SFC 4.2 Propose an advocacy strategy.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Develop strategy plan for selected community and family problem. • Write an editorial promoting an area of advocacy. • Create a public service announcement.